

Indiana
Profile of State High School Exit Exam Policies

<i>State exit exam policy</i>	Students in Indiana must pass the Graduation Qualifying Examination (GQE) in order to receive a high school diploma. Beginning with the class of 2012 all student must pass the Algebra I and English 10 end-of-course assessments (ECAs).
Type of test	Comprehensive standards-based exam until after the class of 2011. The senior class of 2012 and beyond will be required to take and pass end-of-course assessments (ECAs) in two subjects in order to receive a diploma.
Purpose	<p>The purpose of the exam is to:</p> <ul style="list-style-type: none"> • Determine prospective high school graduates' knowledge and skill levels relative to those needed for entry-level employment • Determine prospective high school graduates' mastery of the state curriculum in reading, writing, and mathematics • Encourage districts and schools to identify and serve students at risk of academic failure • Increase alignment of local curriculum and programs of instruction with state education standards • Promote equity of opportunity across all student groups • Meet a state mandate
Major changes in exit exam policy since the 2009-10 school year for financial reasons	None
Major changes in exit exam policy since the 2009-10 school year for <i>other</i> reasons	Beginning with the graduating class of 2012, students will be required to pass two ECAs in order to receive a high school diploma, instead of the comprehensive GQE, which will sunset with the graduating class of 2011.
Year first administered	GQE- 1997

	EOCs- 2009-10 school year
Year diplomas first withheld	GQE- 2000 EOCs- 2012
Subjects tested on exam	GQE: English language arts (through grade 9) and mathematics (through pre-algebra and Algebra I). ECAs: Algebra I and English 10 required for graduation, but students also take an ECA in - Biology I.
Subjects required for graduation	GQE: English language arts (through grade 9) and mathematics (through pre-algebra and Algebra I). ECA: Algebra I and English 10
Grade exam first administered	GQE: 10 th New ECAs are taken when the student is enrolled in the course (i.e., A student who takes Algebra I as an 8 th grader is expected to take the assessment at course completion in 8 th grade.)
Grade(s) exam aligned to	GQE: 9 th grade standards, including end of pre-algebra and Algebra I The ECAs are aligned to Algebra I and English 10 standards.
Number of retakes allowed <i>before</i> the end of grade 12	GQE: Four, in addition to initial test administration; first retake opportunity in the fall after 10 th grade Students may retake ECAs one time per semester after the initial testing. The number of times they can retest depends on when the student took the class.

Number of retakes allowed <i>after</i> grade 12	GQE and ECAs: Students who have met all other graduation requirements but have not passed the exit exam may retake the exam as many times as necessary after 12 th grade and still receive a regular diploma.
Is the exit exam used for No Child Left Behind (NCLB) accountability purposes?	Results from the first time a student takes the exit exam count toward NCLB accountability.
Is the same cut score used for graduation and NCLB accountability purposes?	Yes
Considerations given to changing the cut score needed to pass the exam for graduation purposes in the past year	The cut scores for Algebra I and English 10 were set and approved in 2010, as the purpose of the ECAs has changed to a graduation requirement.
Alternate paths to graduation for students other than English language learners (ELLs) or students with disabilities	<p>Students who fail the exit exam may be eligible to graduate if they do all of the following:</p> <ol style="list-style-type: none"> 1. Retake the exam in each failed subject at least once per year after the year in which they first took the exam 2. Complete remediation opportunities 3. Maintain a school attendance rate of at least 95% 4. Maintain a C average or equivalent in the courses required by the state for graduation 5. Meet all other graduation requirements 6. Either: <ol style="list-style-type: none"> a) Complete the course and credit requirements for a general diploma, including the career academic sequence; complete a workforce readiness assessment; and complete at least one career exploration internship, cooperative education, or workforce credential recommended by the student's school; or b) Obtain written recommendations from teachers in each subject in which the exam was failed; the recommendation must be supported by the principal and by documentation demonstrating the student's acquired knowledge.

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	<p>Students in the class of 2012 (grade 9 students in 2008-09) will be held to the new graduation requirement of passing the English 10 and Algebra I ECAs. There will continue to be a waiver process in place.</p> <p>The waiver process in place for GQE is applicable to the ECAs.</p>
Determination of eligibility to pursue these alternate paths to graduation	See above
Number and percentage of students who used alternate paths in the 2010-11 school year	Indiana does not have data for the 2010-11 school year at this time.
Alternate paths to graduation specifically for English language learners	No, other than the alternate path available to general education students
Number and percentage of ELL students using alternate paths in the 2010-11 school year	Indiana does not have data for the 2010-11 school year at this time.
Alternate paths to graduation specifically for students with disabilities	<p>Students with disabilities who fail the exam may be determined by their case conference committee to be eligible to graduate if they do all of the following:</p> <ul style="list-style-type: none"> a) Obtain a written recommendation from their teacher of record in consultation with their teacher in each failed subject; the recommendation must be supported by the principal and by documentation demonstrating the student's acquired knowledge b) Retake the exam in each failed subject as often as required by the student's individualized education program (IEP) c) Complete remediation opportunities to the extent required by the IEP d) Maintain an attendance rate of at least 95% to the extent required by the IEP e) Maintain at least a C average or the equivalent f) Meet all other graduation requirements <p>The alternate path for general education students is also available to students with disabilities.</p>

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Number and percentage of students with disabilities using alternate paths in the 2010-11 school year	Indiana does not have data for the 2010-11 school year at this time.
Is the exit exam used by postsecondary institutions for undergraduate admission purposes?	No
Is the exit exam used by postsecondary institutions for placement purposes?	No
Are students who meet a certain standard on the state exit exam granted exemptions on college placement exams?	No
Can students receive any form of postsecondary education course credit for their performance on the exit exam?	No
Access to initial and cumulative pass rates on high school exit exams	ECAs: http://www.doe.in.gov/assessment/eca_data.html GQE: http://www.doe.in.gov/assessment/2008/
State participation in the Common Core State Standards (CCSS)	Indiana has adopted the CCSS in both English language arts and math.
CCSS testing consortia membership	Indiana is a member of PARCC.
Impact of adoption of the CCSS on high school exit exam policies	Not yet determined
Plans to replace or realign the current exit	Not yet determined

exam in English language arts with a new assessment aligned to the CCSS	
Plans to replace or realign current exit exam in math with a new assessment aligned to the CCSS	Not yet determined
Plans to maintain current exit exams in subjects other than English language arts and math once the Common Core State Standards are fully implemented	Not yet determined
Will changes in state exit exams mentioned above make the exams more rigorous, less rigorous, or about the same?	Not yet determined
Preparation for students and teachers to transition to new exam	Not yet determined